

11-6-1996

CWU Faculty Senate Minutes - 11/06/1996

Marsha Brandt

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Presiding Officer: Robert H. Perkins
Recording Secretary: Marsha Brandt

Meeting was called to order at 3:10 p.m.

ROLL CALL:

Senators: All Senators or their Alternates were present except Blair, Bowers, Hood, Medlar, Olson, Rubin, Spall
Visitors: Scott Carlton, Lewis Clark, Michelle Cresse, Fritz Glover, Rob Harden, Lisa Garcia-Hanson, David Hess, Charles McGehee, Jim Pappas, Barbara Radke, Gerald Stacy, Bill Swain, Phyllis Weddington

CHANGES TO AGENDA: None

APPROVAL OF MINUTES:

- *MOTION NO. 3091: Ken Gamon moved and Marla Wyatt seconded a motion to approve the minutes of the September 25, 1996, Faculty Senate meeting as distributed. Motion passed.
*MOTION NO. 3092: Ken Gamon moved and James Roberts seconded a motion to approve the minutes of the October 9, 1996, Faculty Senate meeting with the following change: page 1, Roll Call: remove Prigge from "All Senators or their Alternates were present except...;" page 2, Reports 2a.

COMMUNICATIONS: None

REPORTS:

1. CHAIR

- Executive Committee Agenda:

-Distance Education: An Ad Hoc Committee will be formed in the near future. Payment due to copyright is one issue to resolve.

Comment: WSU advertises in the Yakima Herald for distance education. CWU should be more active since students that should be Central's are going to other universities. Wenatchee Jr. College has asked for an Organic Chemistry course in distance education. Distance education policies would interest the Chemistry Department.

Perkins: Senators interested in being on the committee may contact the Senate Office.

Nelson: One of the reasons an overall plan is being put together is because if we are not involved in distance education, we will be overrun/taken over. Central is working with other institutions to identify territory and programs to offer. Provost Stacy has appointed a committee to work with WSU, YVCC, CWU to coordinate efforts in program offerings. It has been made clear to WSU that they cannot just take over Yakima.

Stacy: When WSU built two distance education classes at their nursing facility in Yakima, they swore up and down that YVCC and CWU would be allowed to share with them in those classes. However, there never seems to be time available.

-Salary Equity: Budget Committee will be charged to look at the issues: market forces, gender differences, merit programs, etc.

Comment: If and when the increase asked for by the Council of Presidents is granted, would part of that be used for equity or might equity funds come from some other place?

Nelson/Perkins: The Senate Chair has been asked to take a close look at salary equity. The hope is to work on a formula basis or a process in which, when certain amounts are allocated to the university, there will be the use of funds to clear up problems. First we need a process to handle it.

Comment: In past, policies weren't defined as there was no money. When money came in, it was distributed without policy.

-Non-Monitory Benefits: A committee will be formed to identify what professional non-monitory benefits are at CWU and then to articulate them to the administration, the government, and even student associations.

2. PRESIDENT

-Mentioned appointment of Provost Search Committee.

-Handed out October 28, 1996, memorandum to the Board of Trustees on "HECB Capital & Operating Budget Recommendations 1997-99." HECB made a 2-level recommendation relating to salaries: 2.6% & 2.7% basic, for faculty only a 5% & 5%. CWU didn't get all that was asked for, but was treated fairly with the other five institutions. Central is still working on a 7.5% salary increase for all faculty/staff.

Comment: What's the reading on the new legislature?

Nelson: Legislature will be Republican, the governor is Democrat. In order to get what we want we need funding outside 601. The Republican legislature is less likely to fund outside 601. Governor-elect Locke has indicated he will not ask for a change in 601.

Perkins: Locke made it known in his campaign that Higher Education would be one of his higher priorities.

Nelson: Governor Locke will present a revised budget when he assumes office.

3. NEW BOOKSTORE SERVICE TO FACULTY - David Hess

Custom Publishing: enhancement of hard-copy text that faculty develop (non-copyright or copyright). Faculty design what they want for presentation. Cornell has the premier program in the country. WWIU, WSU & UW already are using custom publishing. CWU launched twenty-three customized coarse packets this August.

Michelle Cresse: the Bookstore takes pain/stress out, takes detail out. Answers questions on copyright law. Custom publishing is efficient and cost effective. A packet handed out answers basic questions. The Bookstore is working on extended degree programs. In comparing costs with commercial costs, the whole thing (royalty costs included) are lower. A text book costs about \$.12/page. Custom publishing costs the same. The student saves as he is only paying for what is used.

Comment: In the past, copyright problems were insurmountable. Has world changed?

Cresses: The Bookstore keeps up to date daily with the Copyright Clearance Center. They did twenty-three packets last term. Out of three hundred seventy-five requests, two couldn't be filled, one because the author could not be found.

4. ADA (Americans with Disabilities Act) PRESENTATION - Rob Harden

Their mission is to serve students, faculty, and staff at CWU, not just students. They operate on the general principles: work toward inclusive society, not just with people of disability; improve esteem; resolve root causes; maintain academic standards. The book "No Pity" was referenced for history of disability rights. ADA's objective is to make the entire college experience available and to be sympathetic to faculty as well as student problems. CWU has best representation of all six Washington state universities, but there is still a lot to do. Disabled students benefit other students and enrich faculty. The laws we are now dealing with are the same laws and are applied equally to students, faculty, and staff. The CWU ADA Office mandate is to go beyond law. This is not a faculty mandate. To keep the faculty in the loop, there is an ADA Steering Committee which needs a faculty representative. Also the ADA Office would like to have a faculty advisory committee (five members) which will meet two hours once a month to consider ideas, proposals and changes for feedback from the faculty perspective. Rob Harden also needs access to faculty by coming to department meetings. He has teaching ideas for the disabled, etc. The ADA Office also provides in-service training and workshops on laws.

5. **STUDENT RECRUITING** - Bill Swain
Dean Pappas distributed three handouts ("Comparison of Fall 1995 and Fall 1996 Statistics," "Calculation of 1996-97 FTE Projection of 4-year Institutions," and "1997-98 Undergraduate Recruiting Plan of 11/5/96"). After discussing the enrollment, Bill Swain gave a presentation of student recruiting. He also discussed:
-Liabilities: Central's academic reputation is not high like UW/WSU. We are perceived as a second-choice school. There is not much to do in Ellensburg and not much to do on campus. Only 25% of the students would like to stay.
-Marketing Strategy: Want to promote specific programs. Need to educate students and others who influence them of the value of making connections. Emphasize opportunities to connect with the university: academic programs, faculty, students, academic support groups, athletics, student government, etc.
-Recruiting Plans: 3 new areas: Visitation Program. Advising at high-feeder colleges. Revised admissions review process. Brochures, View Book for Freshmen, Transfer Guide, Accept Book with check lists, calendars, etc. (home page, Peterson's Guide, etc.) Direct mail & home contact (10,000's letters a year)

Lastly, student recruitment needs departmental support. The faculty can help in recruitment. The kind of university we are is very important to recruiting. Nobel prize winners draw students. Academic Services would like to come to department meetings to work with faculty in the recruiting process. The Educational Directory will be available in three weeks with e-mail addresses for schools in Washington.
6. **ACADEMIC AFFAIRS COMMITTEE** - Charles McGehee, Chair
The committee has completed its draft of the admissions policy and should be before the Senate for approval at its January 15 meeting. It will be mailed out to the chairs and deans next week.
7. **BUDGET COMMITTEE** - Barry Donahue, Chair
No Report
8. **CODE COMMITTEE** - Beverly Heckart, Chair
No Report. The committee's charge is to look into the issue of part-time faculty: clarifying and defining their role, their participation and determining how much part-time instruction occurs at Central.
9. **CURRICULUM COMMITTEE** - Clara Richardson, Chair
Monson: The main focus of the committee is to review the Curriculum Policy and Procedure Manual.
10. **PERSONNEL COMMITTEE** - Karen Adamson, Chair
No Report
11. **PUBLIC AFFAIRS COMMITTEE** - Bobby Cummings, Chair
The committee has three goals: increase public understanding of Central's academic mission, generate support for the institution, and publicize the excellent teaching and academic achievement of faculty. The committee has planned a number of programs creating forums/symposiums, i.e., working with the Biology Department on the Tang Ranch. They will be inviting legislators to join in planning committee meetings. They will be highlighting the faculty group in teaching and learning. They will be talking about the McNair Scholarship program and the fine job the faculty are doing in research with undergraduates. The committee also wants to see TVW tape programs on events at CWU. They will be working on a Web Page

OLD BUSINESS:**-Grade Inflation Report** (from 5/29/96 Agenda)

Redistribution only. Discussion at 12/4/96 meeting.
Provost Stacy commented that he has felt strongly about this issue for four to five years and really wants strong recommendations from the Senate to combat grade inflation.

NEW BUSINESS:**-Faculty Development Funds:**

The question was raised as to whether it was the business of the Faculty Senate to distribute money? Is that in the Code? Chair Perkins responded that the funds were given to the Senate to distribute and report. The comment was made that the funds should be given to the departments and the departments should just be able to spend it. Although Chair Perkins stated that the Senate Office merely signs off on paperwork, a senator expressed the sentiment that the Senate Office has no business sitting in judgment. President Nelson commented that the faculty had expressed that funding was not spent for faculty development. Therefore, the Senate was given the money to be spent for faculty according to the Senate's identification. Provost Stacy interjected that a report is needed at the end of the year so people can see where the money is going. A senator stated that the departments are capable of following guidelines and that the Senate Office can ask them for reasons, after the fact. Just give them the money. In response a senator stated that one person looking at it is more efficient than 80 chairs judging the use of money. Once again a senator stated that for the Senate Executive Committee to be involved compromises its integrity. Some other committee should distribute the funds, an independent body. Chair Perkins ended the discussion by assuring the Senate that the Executive Committee would reconsider the issue and discuss it further at the next Executive Committee meeting.

ADJOURNMENT: The meeting adjourned at 5:08 p.m.

NEXT REGULAR FACULTY SENATE MEETING: DECEMBER 4, 1996

2. PRESIDENT

-Mentioned appointment of Provost Search Committee.

-Handed out October 28, 1996, memorandum to the Board of Trustees on "HECB Capital & Operating Budget Recommendations 1997-99." HECB made a 2-level recommendation relating to salaries: 2.6% & 2.7% basic, for faculty only a 5% & 5%. CWU didn't get all that was asked for, but was treated fairly with the other five institutions. Central is still working on ~~getting~~ a 7.5% salary increase *for all faculty/staff*

Comment: What's the reading on the new legislature?

Nelson: Legislature will be Republican, the governor is Democrat. In order to get what we want, we need to ~~get some funds~~ *fund* outside 601. The Republican legislature is less likely ~~to go~~ outside 601. *a change in 601.* Governor Elect Locke has indicated he will not ask for Perkins: Locke made it known in his campaign that Higher Education would be one of his higher priorities.

Nelson: ~~We expect a third budget. Higher Education eats up 75% of the lid with just resources.~~

Governor Locke will present a revised budget when he assumes office

JN

FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, November 6, 1996
SUB 204-205
AGENDA

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES:
- IV. COMMUNICATIONS
- V. REPORTS:
 - 1. CHAIR
 - 2. PRESIDENT
 - 3. NEW BOOKSTORE SERVICE TO FACULTY - David Hess (5-10 min.)
 - 4. ADA PRESENTATION - Rob Harden (15 min.)
 - 5. STUDENT RECRUITING - Bill Swain (20 min.)
 - 6. ACADEMIC AFFAIRS COMMITTEE - Charles McGehee, Chair
 - 7. BUDGET COMMITTEE - Barry Donohue, Chair
 - 8. CODE COMMITTEE - Beverly Heckart, Chair
 - 9. CURRICULUM COMMITTEE - Clara Richardson, Chair
 - 10. PERSONNEL COMMITTEE - Karen Adamson, Chair
 - 11. PUBLIC AFFAIRS COMMITTEE - Bobby Cummings, Chair
- VI. OLD BUSINESS
 - Grade Inflation Report(from 5/29/96 Agenda)
Redistribution only. Discussion at 12/4/96 meeting.
- VII. NEW BUSINESS
- VIII. ADJOURNMENT

NEXT REGULAR FACULTY SENATE MEETING: DECEMBER 4, 1996

11-6-96

Date

VISITOR SIGN-IN SHEET

Radte, Barbara
~~Harden, Rob~~
Swain, Bill
~~Hess, David~~
Pargie-Anson, Lisa
Carlton, Scott
Stacy, Gerald
McGehee, Phyllis
Weddington, Phyllis
Lewis Clark
David Hess
Michelle Crease
Tracy Glover
Rob Warden
Pappas, Jim

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting. Thank you.

11-6-96

✓ ARLT, Walter
 OK ~~BEAGHAN, Jim~~
~~BLAIR, Karen~~
~~BOWERS, Melissa~~
 ✓ BRODERSEN, Bret
 ✓ BURKHARDT, John

 ✓ CUMMINGS, Bobby
 ✓ D'ACQUISTO, Leo
 ✓ DeVIETTI, Terry
 OK ~~DONAHOE, Susan~~
 ✓ EMMANS, Cindy
 ✓ FORDAN, Robert
 ✓ GAMON, Ken
 ✓ GLEASON, Michael
 ✓ GUNN, Gerald
~~HACKENBERGER, Steven~~
 ✓ HAWKINS, Jim
~~HOOD, Webster~~
~~JURICH, Katarin~~
 ✓ KAMINSKI, Walter
 OK ~~KIDWELL, Michelle~~
 ✓ MACK, Richard
~~MEDLAR, Deborah~~
 ✓ MONSON, Luetta
 ✓ NELSON, Ivory
 ✓ NESSELROAD, Sidney
~~OLSON, Steve~~
 ✓ PERKINS, Rob
 ✓ PRIGGE, Debra
 OK ~~ROBERTS, James~~
 ✓ ROMBOY, Dieter
 ✓ ROSELL, Sharon
~~RUBIN, Charles~~
 ✓ SAHLSTRAND, James
~~SPALL, Hugh~~
 ✓ SPENCER, Andrew
 OK ~~THOMAS, Garin~~ OK
 ✓ UEBELACKER, Morris
 ✓ WILLIAMS, Wendy
 ✓ WYATT, Marla
 ✓ YEH, Thomas

_____ JEFFERIES, Stephen
 _____ ~~RICHMOND, Lynn~~
 _____ ~~HECKART, Beverly~~

 _____ ELDRIDGE, Aaron
 _____ WIRTH, Rex
 _____ GRAY, Loretta
 _____ MUSTAIN, Wendy
 _____ FOUTS, Roger
 _____ ~~JURENKA, Nancy~~
 _____ ROBERTS, Neil
 _____ GARRETT, Roger
 _____ HARPER, James
 _____ ERNEST, Kris
 _____ FAIRBURN, Wayne
 ✓ ~~ALSOSZATAI-PETHEO, John~~ *e-mail confirm*
 _____ ZETTERBERG, Mark
 _____ ~~BURKHOLDER, Peter~~
 ✓ ~~CLEARY, Delores~~
 _____ HOLDEN, LAD
 _____ ~~DONAHUE, Barry~~
 _____ GHOSH, Koushik
 _____ ~~HEESACKER, Gary~~
 _____ WOODCOCK, Don
 _____ STACY, Gerald

 _____ ~~MARTIN, Terry~~
 _____ BERTELSON, Cathy
 _____ CAPLES, Minerva
 _____ ~~JOHNSTON, G. Wayne~~
 _____ MORENO, Stella
 _____ BRAUNSTEIN, Michael
 _____ ~~HINTHORNE, James~~
 _____ SAHLSTRAND, Margaret
 OK ~~ESBECK, Ed~~ OK
 _____ BOERS, Geoffrey
 _____ KURTZ, Martha
 _____ ALWIN, John
 _____ WEYANDT, Lisa
 _____ SCHACTLER, Carolyn



Rob Perkins, Chair
Faculty Senate
Campus 7509

CENTRAL WASHINGTON UNIVERSITY

Office of the President

MEMORANDUM

TO: Members, Board of Trustees

DATE: October 28, 1996

SUBJECT: **Higher Education Coordinating Board
Capital and Operating Budget Recommendations 1997-99**

In developing budget recommendations (capital and operating) for the Governor, the Higher Education Coordinating Board (HECB) used the following categories:

Operating Budget

- Essential
- Value Added
- Enhancement

Capital Budget

- Essential
- Value Added
- Enhancement

For the *operating budget*, the HECB expressed a strong recommendation for both the essential and value-added categories. However, for the *capital budget*, the HECB expressed a very strong support for the essential category and only support for the value-added category.

Operating Budget Recommendations

Exhibit 1 provides the operating budget recommendations for all of higher education. Please note that salary recommendations are 2.6 percent and 2.7 percent for carry forward and another 2.4 percent to 5 percent for faculty only. Exhibit 2 provides a detailed explanation of proposed salary increases. CWU operating budget specifics are listed in Exhibit 3.

The HECB tuition proposal for the 1997-99 biennium is outlined in Exhibit 4. Tuition increases of 3.9 percent and 3.8 percent are recommended. There is also a

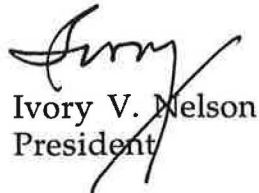
recommendation that boards of trustees/regents may increase tuition by an additional one percent for student-centered enhancements. This authority would be for one biennium only.

Capital Budget Recommendations

Exhibit 5 provides the total capital budget recommendation for all of higher education. Recommendations for Central Washington University are detailed in Exhibit 6, and Exhibit 7 compares our request with HECB recommendations.

The HECB did provide an opportunity for universities to rearrange their priorities within the recommended amount. We have maintained our priorities as requested.

Please contact me if you have any questions.



Ivory V. Nelson
President

\jm

Enclosures

c: Vice Presidents
Deans
Department Chairs
Directors

EXHIBIT 1

PRIMARY HECB HIGHER EDUCATION BUDGET RECOMMENDATIONS

Carry-forward Support Level

Carry-forward costs	\$ 81.6 million
Enrollment	99.7 "
Financial Aid	18.5 "
Salary increases (inflation) (2.6% ÷ 2.7%)	<u>77.0 "</u>

Total - Essential Support Level \$ 276.8 million

Essential Value Added Investments Level

Balance of Financial Aid request	\$ 54.8 million
Services for Disabled Students	2.2 "
Additional salary increase for faculty (to 5%)	36.1 "
Cooperative library project	5.0 "
K-20 Network	28.7 "
Other high priority technology	<u>56.4 "</u>

Total - Essential Value Added Investment \$ 183.2 million

Total Essential Budget Recommended

\$ 460.0 million

Secondary Priority Enhancements Level

Instructional Enhancements	\$ 58.1 million
Other technology and equipment	23.8 "
General operations and support	53.0 "
Other salary proposals	<u>137.0 "</u>

Total - Secondary Priority Level \$ 271.9 million

Grand Total - All Levels

\$ 731.9 million

PROPOSED HIGHER EDUCATION SALARY INCREASES 1997-1999 BIENNIUM

One of the statutory responsibilities of the Higher Education Coordinating Board is to review and recommend salary levels for faculty and exempt employees of the state's public higher education institutions compared to peer institutions (RCW 28B.80.350(6)).

Earlier this year, a staff review of current faculty salaries was presented to the Board. The results of that review are summarized on Table 3. As indicated, by the end of the current biennium, faculty at all of the state's public higher education institutions will lag the Board-adopted goal of being at the 75th percentile of their respective peer groups.

Similar studies by the University of Washington and Washington State University in recent years have shown a corresponding gap in the salary levels of exempt and other professional staff at those universities. This is a condition most likely shared by other institutions, though explicit studies have not been undertaken at those institutions. A recent survey released by the state Department of Personnel found similar results for classified staff at the institutions; overall higher education classified staff will lag the market by an estimated 14 percent by the end of this biennium.

Failure to maintain market rates for salaries means that state institutions are at a disadvantage for recruitment and retention of the best faculty and staff. At a time of increasing enrollments and consequent need for greater numbers of faculty and staff to serve them, institutions face the prospect of not being able to compete in the highly competitive market place. Losses of existing staff to competitive offers of others, as well as a restricted ability to replace that staff and to recruit additional staff, can have deleterious effects on institutions, in terms of turnover, morale, and overall quality.

Faced with this problem, institutions often put adequate funding for salary increases as their number-one priority in the next biennium. At the budget conferences held by the Board in September, the four-year institutions presented a coordinated proposal for 7.5 percent per year salary increases for faculty and exempt staff at the four-year institutions to attain and maintain a competitive status during the coming biennium. The community and technical colleges system supported the need for adequate salary increases as well.

Mindful of the need for the state to stay as competitive as possible in the market place for staff, as well as its goal to attain the 75th percentile of peer institutions in terms of faculty salaries, the following are the Board's salary recommendations to the Legislature for the 1997-99 biennium:

- (1) That in order that current competitive positions not deteriorate further, universities and colleges be funded to address market and merit increases for faculty and all other staff categories at not less than projected inflation rates each year

during the biennium, currently estimated at 2.6% and 2.7% respectively for each year of the biennium; and

- (2) In order that institutions may make progress toward the goal of the 75th percentile of peer faculty salaries, further funding be provided to bring the faculty average increase to five percent for market and merit considerations.

The projected overall cost of (1) is \$77.0 million, and for (2) \$36.1 million.

In their budget requests, institutions and the community and technical colleges system proposed various enhancements to their current salary structures. These proposals included funding pools for recruitment and retention at some of the four-year institutions. For the community and technical colleges system, proposals included increased funding to convert more part-time faculty positions to full-time, providing retirement benefits for some part-time faculty, and funding of faculty increments. It is recommended that institutions be granted sufficient flexibility in their salary appropriations by the Legislature to address these concerns within the funding levels recommended above.

Table 3A depicts a projected ranking of state institutions relative to their peers, assuming peer salary increases of three percent per year next biennium, and the Board's recommended salary increase for Washington institutions. As shown, institutions would make substantial progress toward the 75th percentile goal.

CENTRAL WASHINGTON UNIVERSITY
1997-99 BUDGET REQUEST
 (000's of dollars)

EXHIBIT 3

Operating	CWU	HECB				Governor #1	House	Senate	Conference	Difference- HECB-Essential W/ CWU
		Essential	Value Added	Enhancement	TOTAL					
1995-97 Expenditure Authority	69,886.0	69,886.0	69,886.0	69,886.0	69,886.0					
Adjust Yr. 1 to meet Yr. 2	1,728.0									
Bond Payments	20.0									
Changes in Retirement Contrib.	2.0									
Health Insurance rate change	5.0									
2nd yr. enrollment increase	89.0									
Delete one time Funding	(886.0)									
Carryforward: Not defined		1,500.0			1,500.0					
Total Carry-Forward Budget	70,844.0	71,386.0	71,386.0	71,386.0	71,386.0					542.0
Changes in Retirement Contrib.	22.4									
Oasi Base Change	9.6									
Inflation	334.2	300.0			300.0					
Square Ft. Increase	951.0	1,000.0			1,000.0					
K-20/WHEN	1,625.0									
Benefits Rate (Sup. Budget)	192.0									
Mandatory Lease Adj.	322.9									
Maintenance Level Budget	74,301.0	72,686.0	72,686.0	72,686.0	72,686.0					(1,615.0)
<i>Policy Changes:</i>										
<i>Enhancement Packages:</i>		2.6/2.7	5.0/5.0							
Salary Increase 7.5/7.5	9,100.0	3,000.0	1,400.0		4,400.0					
Academic Support System Project	2,908.4	Moved to Technology								
Enrollment Increase	2,211.4	2,000.0	220.0		2,220.0					
*Inc \$220,657 Disabled Student Svc.	150,300 FTE	150,300	150,300	150,300						
Technology	6,567.0									
ASSP				2,900.0	2,900.0					
Fac/Curr Development			2,500.0	4,100.0	6,600.0					
Electronic Database				200.0	200.0					
K-20			3,600.0		3,600.0					
Inst. Program Enhancements	2,515.0									
Instructional Pgm Enhance				2,500.0	2,500.0					
Library Database	200.0									
New Facilities: Costs not Covered by Formula	1,870.4			1,900.0	1,900.0					
TOTAL REQUEST	90,573.2	77,686.0	80,406.0	84,286.0	97,006.0					(12,007.2)

TUITION PROPOSAL FOR THE 1997- 1999 BIENNIUM

RCW 28B.80.330(6) directs the Higher Education Coordinating Board to recommend to the Legislature tuition and fee policies and levels based on comparisons with peer institutions.

The Board, as directed by the 1993 session of the Legislature, completed a comprehensive review of state tuition policies, which was presented to the Legislature in 1994.¹

In 1995 the Legislature abolished the policy of tuition being set as a percentage of the calculated cost of education at Washington universities and colleges. Instead, as an interim measure pending further study and action during the 1997 legislative session, it directed that tuition be increased by four percent per year for the 1995-97 biennium. Appendix A contains a comparison of state tuition levels with peers for last year, as well as a preliminary look at how the current year likely will appear.

In keeping with its statutory responsibility to recommend tuition policies, the Board has reviewed its previous study, updated to the current biennium. In conjunction with its responsibilities to recommend a higher education budget for the 1997-99 biennium, the Board recommends the following two-stage tuition policy for consideration by the Legislature:

(1) Basic Tuition Increases

The basic tuition paid by all students at the state's public colleges and universities should increase at rates not greater than increases in Washington state per capita personal income, as projected for each ensuing biennium by the state Economic and Revenue Forecast Council. For the 1997-99 biennium these rates currently are forecast to be 3.9 percent and 3.8 percent for the respective years of the biennium.

Over the last several biennia tuition at public institutions in the state has increased at rates far in excess of the common measures of inflation. This rate of increase, if continued, would further exacerbate an already stretched ability of many of the state's residents to access higher education opportunities. As indicated in the Board's Master Plan, the economic contribution to the state of a more highly educated and trained workforce is substantial and contributes greatly to the economic and social well-being of the entire state.

So that students' access to higher education and their subsequent contribution to the state not be imperiled by excessive tuition levels, it is the sense of the

¹ "Tuition in Washington: A Comprehensive Review," January 1994.

Board that future tuition increases be linked to increases in the per capita personal income in the state as a surrogate measure of students' ability to pay an increased cost of their education.

(2) Conditional Institutional Option Tuition Increases

In addition to the basic tuition-increase policy above, the Board proposes institutions be authorized to add an additional one percent per year tuition increase for the biennium. The optional tuition increase would not be cumulative past the biennium and would provide specifically for student-centered enhancements at each institution.

The optional increase would be conditional upon Board approval of institutions' plans of specific student-centered enhancements that the additional tuition revenue would provide. These could include enhancements proposed by institutions but not funded by the Legislature.

Optional tuition increases would expire at the end of the biennium for which they were approved by the Board. They could be renewed only upon Board approval of a new enhancement plan for each biennium.

An optional tuition increase structured in this way would ensure that the additional cost to students would fund enhancements that directly benefit those students.

If approved by the Legislature for the 1997-99 biennium, this basic tuition increase proposal would generate an additional \$38.8 million for general operation of the universities and colleges. A further \$10 million for student-centered enhancement activities would result from the optional tuition increase if all universities and colleges were to implement it.

As part of its continuing responsibilities for recommending tuition policies and rates, subsequent to action by the 1997 session of the Legislature, the Board will continue to evaluate the condition of tuition in the state as the 1999 legislative session approaches.

SUMMARY OF 1997-1999 HIGHER EDUCATION CAPITAL BUDGET REQUEST AND HECB RECOMMENDATIONS
APPROPRIATED FUNDS ONLY

		1997-1999 HECB CAPITAL RECOMMENDATIONS					
		NEW APPROPRIATION REQUEST	MINIMUM FUNDING LEVEL		VALUE ADDED INVESTMENT		
UNIVERSITY OF WASHINGTON (1)	Total	\$350,182,806	\$163,482,484	46.68%	\$65,591,100	18.73%	
	G.O. Bonds	\$299,382,806	\$124,482,484	41.58%	\$65,591,100	21.91%	
	Cash/Other	\$50,800,000	\$39,000,000	76.77%	\$0	0.00%	
WASHINGTON STATE UNIVERSITY	Total	\$199,683,125	117,368,775	58.78%	\$9,032,720	4.52%	
	G.O. Bonds	\$178,664,825	96,350,475	53.93%	\$9,032,720	5.06%	
	Cash/Other	\$21,018,300	21,018,300	100.00%	\$0	0.00%	
CENTRAL WASHINGTON UNIVERSITY	Total	\$71,778,000	23,493,000	32.73%	\$3,061,388	4.27%	
	G.O. Bonds	\$64,213,500	15,928,500	24.81%	\$3,061,388	4.77%	
	Cash/Other	\$7,564,500	7,564,500	100.00%	\$0	0.00%	
EASTERN WASHINGTON UNIVERSITY	Total	\$45,560,900	27,003,500	59.27%	\$0	0.00%	
	G.O. Bonds	\$38,552,900	19,995,500	51.87%	\$0	0.00%	
	Cash/Other	\$7,008,000	7,008,000	100.00%	\$0	0.00%	
THE EVERGREEN STATE COLLEGE	Total	\$9,657,793	9,657,793	100.00%	\$0	0.00%	
	G.O. Bonds	\$6,831,669	6,831,669	100.00%	\$0	0.00%	
	Cash/Other	\$2,826,124	2,826,124	100.00%	\$0	0.00%	
WESTERN WASHINGTON UNIVERSITY	Total	\$50,500,050	20,304,050	40.21%	\$14,154,900	28.03%	
	G.O. Bonds	\$43,378,200	13,182,200	30.39%	\$14,154,900	32.63%	
	Cash/Other	\$7,121,850	7,121,850	100.00%	\$0	0.00%	
JOINT CENTER FOR HIGHER EDUCATION	Total	\$40,269,950	\$1,003,500	2.49%	\$257,764	0.64%	
	G.O. Bonds	\$40,269,950	\$1,003,500	2.49%	\$257,764	0.64%	
	Cash/Other	\$0	\$0	0.00%	\$0	0.00%	
COMMUNITY & TECHNICAL COLLEGES (1)	Total	\$242,212,200	\$158,666,806	65.51%	\$35,365,000	14.60%	
	G.O. Bonds	\$242,212,200	\$158,666,806	65.51%	\$35,365,000	14.60%	
	Cash/Other	\$0	\$0	0.00%	\$0	0.00%	
TOTAL	Total	\$1,009,844,824	\$520,979,908	51.59%	\$127,462,872	12.62%	
	G.O. Bonds	\$913,506,050	\$436,441,134	47.78%	\$127,462,872	13.95%	
	Cash/Other	\$96,338,774	\$84,538,774	0.00%	\$0	0.00%	

(1) Includes UWB & CCC Collocated Campus

EXHIBIT 6

CENTRAL WASHINGTON UNIVERSITY
1997-1999 HECB CAPITAL BUDGET RECOMMENDATIONS

PROJECT TITLE	FUND	PROJECT PHASE	REQUEST AMOUNT	FUTURE COSTS	1997-1999 HECB CAPITAL RECOMMENDATIONS	
					MINIMUM FUNDING LEVEL	VALUE ADDED INVESTMENT
Music Facility	057	Design/Cnst	\$44,686,000	\$0	\$0	\$3,061,388
SeaTac Center	057	Construction	\$662,500	Unknown	\$662,500	\$0
Chilled Water System Improvements	057	Construction	\$1,770,000	\$0	\$1,770,000	\$0
Expand Boiler Plant	057	Construction	\$1,450,000	\$0	\$1,450,000	\$0
Dean Remodel	057	Predesign	\$275,000	\$21,685,000	\$275,000	\$0
Lynwood Extended Degree Center	057	Design/Cnst	\$4,900,000	\$0	\$4,900,000	\$0
Extended Degree Centers - SeaTac & Yakima	057	Predesign	\$300,000	\$10,000,000	\$200,000	\$0
McConnel Stage and Classroom Upgrade	057	Construction	\$1,721,000	\$0	\$1,721,000	\$0
Electrical System Upgrades	057	Construction	\$3,370,000	\$3,600,000	\$3,370,000	\$0
Steamline Replacement	057	Construction	\$1,580,000	\$6,320,000	\$1,580,000	\$0
Omnibus Preservation Projects	063	Construction	\$3,475,000	na	\$3,475,000	\$0
Omnibus Program Projects	063	Construction	\$4,089,500	na	\$4,089,500	\$0
Houge Tech. Mechanical Improvements	057	Construction	\$1,325,000	\$0	\$0	\$0
Flight Technology Center	057	Construction	\$623,000	\$0	\$0	\$0
Hebeler A/C & Remodel	057	Construction	\$824,000	\$0	\$0	\$0
Building Indoor Air Quality	057	Construction	\$727,000	\$0	\$0	\$0
TOTAL	All funds		\$71,778,000	\$41,605,000	\$23,493,000	\$3,061,388
	057		\$64,213,500	\$41,605,000	\$15,928,500	\$3,061,388
	063		\$7,564,500	\$0	\$7,564,500	\$0

CENTRAL WASHINGTON UNIVERSITY
1997-99 BUDGET REQUEST
 (000's of dollars)

EXHIBIT 7

(000's of dollars)										Difference- HECB-Essential
CAPITAL	CWU	HECB			Governor #1	House	Senate	Conference	W/ CWU	
		Essential	Value Added	Enhancement						TOTAL
Music Facility	44,686.0		3,061.0						(44,686.0)	
SeaTac Center	662.5	662.5								
Chilled Water System Improvements	1,770.0	1,770.0								
Expand Boiler Plant	1,450.0	1,450.0								
Dean Remodel	275.0	275.0								
Lynnwood Extended Degree Center	4,900.0	4,900.0								
Extended Degree Centers (SeaTac & Yakima)	300.0	200.0							(100.0)	
McConnell Stage & Classroom Upgrade	1,721.0	1,721.0								
Electrical Utility Upgrades Phases I, II	3,370.0	3,370.0								
Steamline Replacement Phases VI, VII, VIII, IX, X	1,580.0	1,580.0								
Omnibus Projects - Preservation	3,475.0	3,475.0								
Omnibus Projects - Program	4,089.5	4,089.5								
Hogue Tech. Mechanical Improvements	1,325.0								(1,325.0)	
Flight Technology Center	623.0								(623.0)	
Hebeler A/C & Remodel	824.0								(824.0)	
Building Indoor Air Quality Improvement	727.0								(727.0)	
Total: 1997-99 ONLY	71,778.0	23,493.0	3,061.0						(48,285.0)	

We Want Your Packets!

The Custom Publishing
Department
at the
University Store
is waiting to serve
you!

Call Michelle, our Academic Materials Coordinator, at 963-1318 or send e-mail to cressem@tahoma.cwu.edu. You provide camera ready copy, and she'll do the rest - from securing copyright permissions to making copies available in the University Store for your students.

Custom Publishing Questions and Answers

What is CUSTOM PUBLISHING?

Custom Publishing is a service for CWU faculty and students. This service takes the hassle out of obtaining copyright permissions for instructors, while offering students the economy and convenience of obtaining all their course materials at one location.

Why should I use the University Store Custom Publishing service?

Service. Quality. Convenience for faculty. Convenience for students. Students appreciate the on-campus availability of the coursepacks. They buy them in the University Store at the same time they purchase other course materials, and can charge them to student loans and accounts like any other text. Some copy stores do provide duplication service, but may fail to secure copyright permissions. This is illegal and unethical. Our Custom Publishing Department operates strictly within copyright law as we work with you to develop coursepacks. **Before rush begins, we come to your office to discuss and order coursepacks. We take care of clearing all copyrighted material.** You receive weekly logs updating you on the permissions process. We work with you to make your packet legal, presentable, and available.

How do I order a COURSEPACK?

To begin the coursepack process, a signed order sheet must be submitted, just as a signed order sheet is required for each textbook requested. This order form is available through Michelle Cresse at the University Store. She will help you fill out the form and explain the process.

How early do I need to order my COURSEPACK?

As early as possible, especially if your packet contains copyrighted material. If you are unable to bring in the originals right away, *bring in your bibliography* so we can start gathering the permissions. To insure that your students will find their packets on the shelves before classes start, you need to be *ready to print* at least a month before the quarter begins. This means that copyrighted material should be delivered to us at least six

weeks prior to the beginning of the term to begin the permissions process. However, if your packet does not contain any copyrighted material, we can begin printing it in a matter of days.

What if my packet contains copyrighted material?

Even though your packet may not be ready to print, bring in your bibliography of the materials you plan to use as soon as possible. A *complete* bibliography (in order of occurrence) for all packets that use borrowed material is required. This includes graphs, tables, artwork, cartoons, logos, and any articles that have been copyrighted. First time use and public domain materials must also be identified. Make sure you include *author, copyright year, title of the article or chapter, title of the journal or book, edition or volume and publisher for each article used, and page numbers*. Remember that a few publishers take up to three months to grant permission and we must gain permission every term.

Is there a charge for all copyright requests?

No. Most publishers do, however, charge a fee to use their materials. This fee usually runs anywhere from \$.05 to \$5.00 per packet. You will receive updated copyright clearance logs as your packet goes through the permissions process, and you will have the option to pull items that require unusually high royalty payments or take too long to clear permissions.

Who pays for these fees?

The University store will pay the publishers and authors all royalty payments. The cost will then be incorporated into the retail price of the packet to the student.

How much does a COURSEPACK cost?

The price for a coursepack depends on the number of pages, copyright fees, and type of binding.

How do you order?

Our service is based on first come, first served. The earlier we have a completed coursepack, the faster it will be on the shelves and ready for students to purchase. We base the quantity of the first order on past sales or enrollment in your course. We always strive to produce coursepacks in a timely manner at a reasonable price.

What happens if the bookstore runs out of the COURSEPACKS for my course?

We have a 24 hour turn around time on all reorders. If your class has enrolled more than expected, be sure to let us know as soon as you can and we will have an adequate supply on hand.

Can I use my COURSEPACK for more than one class?

When you order your coursepack, let us know for which courses and sections the coursepack will be used. If any of the material is copyrighted, permissions will be obtained for those classes only. If you decide to use the coursepack in other classes, just let us know and we'll make the necessary changes in copyright clearances. Permissions are obtained on a per-term basis, but if you use the same coursepack next term without any changes, we take care of everything!

Why do you obtain permissions term-to-term instead of long term permissions?

The highest concern in the Custom Publishing Department is to produce a quality product at a price students can afford. Permanent permissions are expensive and in many cases, unnecessary. By purchasing only the rights needed for one term, the cost of royalties is dramatically reduced. This saving is then passed on to the student.

If I have Custom Publishing produce my COURSEPACK, how do I protect my original material?

Under current copyright law, the moment you write material, that material is under the protection of copyright. The only way to protect it in a court of law is to show proof of origination. Michelle can help you go through the formal process of obtaining a registered copyright, or she can help you with alternative ways to protect your material. Everything the Custom Publishing Department produces does carry a copyright protection notice.

Who should I talk to about COURSEPACKS?

The Academic Materials Coordinator, Michelle Cresse, can be reached at the University Store in the Samuelson Union Building. Her telephone number is 963-1318, fax number is 963-1355, and e-mail can be sent to cressem@tahoma.cwu.edu. Michelle will be happy to help you with all your coursepack questions. If you are unsure whether or not to seek copyright clearances, she will help you understand current copyright law.

FAIR USE CONSIDERATIONS

The following guidelines have been established as a rule-of-thumb standard to determine whether a document falls under "Fair Use." **The best advice is: if in doubt, ask.** The custom publishing department at the University Store can help you with more subjective pieces.

- **Purpose and Character** - is the use of a commercial nature, or for non-profit educational use. If the student must purchase the material from a commercial source, it is considered commercial use. Spontaneous duplication is permitted on a one-time basis when the instructor must make copies for immediate use. In this situation the instructor does not have time to seek permission, and the student does not have time to obtain the material elsewhere. Repeated use violates the spontaneity clause.
- **Nature of the copyrighted work** - is the material a creative or factual work? Newspaper articles or newsmagazine articles are more *likely* to be considered a fair use than a musical score, a short story, or poetry. Duplication of material originally developed for classroom consumption is less likely to be a fair use than is the duplication of materials prepared for public consumption.
- **Amount and substantiality** - how large a portion of the entire work will be duplicated? The copying of an entire article from a journal has been held to be the taking of an entire work, such as a whole book. Additionally, one cannot take (under the guise of fair use) the "heart" of a work, even if it is small in amount compared to the entire work.
- **Potential market effect** - will the duplication of the material reduce the potential profits of the copyright holder. This factor is generally viewed as the most significant one in determining fair use. It serves as the basic principle from which the other three factors are derived and to which they are related. If the reproduction of a copyrighted work reduces the potential market and sales and, therefore, the potential profits of the copyright owner, that use is unlikely to be found a fair use.

Public Domain Criteria

The following guidelines will help you to determine if an item falls under the public domain and is eligible for unrestricted duplication.

- ♦ **Expired or lost copyright** - works published before 1978 without copyright notice (copyright notice consists of the letter "c" in a circle, or the word "copyright," or the abbreviation "Copr.," plus the year of first publication, plus the name of the copyright owner. For books published before January 1, 1978, the notice must be placed on the title page, or the reverse side of the title page. In the case of a periodical, the notice must be placed either on the title page, the first page of text, or in the masthead. *Do not assume that absence of copyright notice indicates public domain. The source you are working from may be an unauthorized copy! Works published before 1920 have expired and may be copied without restriction.*
- ♦ **U.S. Government Publications** - Government publications are documents prepared by an official or employee of the government in an official capacity. Government publications include the opinions of courts in legal cases, Congressional Reports on proposed bills, testimony offered at congressional hearings, and the works of government employees in their official capacities. Some works for hire are copyright protected. Generally, in the absence of copyright notice on such works, it would be reasonable to assume they are government works in the public domain. *State and local government works may be protected by copyright but the opinions of state courts are not.*
- ♦ **Facts and Ideas** - Facts and ideas contained in a copyrighted work cannot be protected by copyright. Only the expression of the facts or ideas can be protected. This rule applies to technical and scientific ideas, historical and biographical facts, raw data in a database, and the abstract results of research. *This rule, however, does not give anyone the right to copy the way an author expresses the facts or ideas. If a physician writes about a new process for treating disease, copyright does not prevent others from using that process for treatment, or from describing it in their own words, but copyright does prevent them from borrowing the physician's language.*

SAMPLE - JOE NAMATH CHEM 500.01 10/15/96

GD - Going Directly to Publisher, PD - Public Domain, CCC Copyright Clearance Center
NMI - Need More Information, UI - Unidentifiable NOS- Need Original Source

Sample

DATE: August 8, 1996

TO: Ms. Michelle Rubin
Writer's House Inc.

FROM: Michelle Cresse
Academic Materials Coordinator

RE: Copyright permission

Dear Ms. Rubin:

I would like to request permission to include the following article in a course pack being used by a faculty member at Central Washington University. The reproduced article will be used in:

CLASS: ENG 102
TERM: Fall 96

PROFESSOR: Patricia Garrison
EXPECTED ENROLLMENT: 35

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TITLE OF ARTICLE: Letters From a Birmingham Jail

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Central Washington University

The University Store

400 E. 8th Avenue

Ellensburg, WA 98926-7449

Telephone: (509) 963-1318

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my notes

ENROLLMENT BRIEFING FOR FACULTY SENATE MEETING

November 6, 1996

James G. Pappas
Dean of Academic Services

Generally we had a successful year with the recruitment and enrollment of students.

- Our Fall FTE is up from 7847 last Fall to 7935 this Fall
- Our On-Campus head count is higher than last year by 62 students.
- Our Freshman GPA is up 3.24 from 3.21 for regular admits, 3.193 (or 3.2) for all admits. Both gpas are higher than last year.
- The number of transfer students came in higher than we anticipated this Fall; however, we did not make our target, but the transfer classes across the state for all institutions was lower than last year.
- Merit Scholarship GPAs are up: The Garrity's Scholarship is 3.914, the CIF Scholarship is 3.936 from 3.733 last year, the Diversity Scholarship is up 3.661 from 3.53 last Fall.

We are down by about 100 FTE. This is primarily due to off-campus enrollments.

Why the success?

- Our connections for new students, course placement, blocked classes, Academic Advising Seminars have brought us positive attention. See the Seattle Post Intelligencer first page story.
- Students are still being attracted to the following programs; Teacher Education, Business and Administration, and Music. Also programs in Theatre Arts, Geology, Biology, and the sciences in general, are on the rise.
- The Academic Services staff has learned from our students and graduates what we do best and what attracts students to CWU through our own surveys (and reading follow-up surveys) and from our focus groups. Then we market our strengths in our publications, department brochures and outreach efforts. In fact this is the purpose of today's presentation by Bill Swain.
- Last we implemented new initiatives in our marketing recruitment, merit scholarship strategies and they have been successful. Bill and Lisa will provide more detail.

**CENTRAL WASHINGTON UNIVERSITY
OFFICE OF ACADEMIC SERVICES**

COMPARISON OF FALL 1995 AND FALL 1996 STATISTICS

	FALL 1995	FALL 1996	CHANGE	
			NO.	%
State Support Headcount	8512	8569	57	0.67%
Self Support Headcount	286	117	-169	-59.09%
TOTAL HEADCOUNT	8798	8686	-112	-1.27%

STATE SUPPORT ONLY HEADCOUNT AND FTE

	FALL 1995	FALL 1996	CHANGE	
			NO.	%
On-Campus Headcount	7279	7341	62	0.85%
Off-Campus Headcount	1139	1125	-14	-1.23%
On/Off-Campus Headcount	94	103	9	9.57%
TOTAL HEADCOUNT*	8512	8569	57	0.67%

*Off-Campus + On/Off-Campus = Total Off-Campus Headcount

On-Campus FTE	6962	7103	141	2.03%
Off-Campus FTE	885	832	-53	-5.99%
TOTAL FTE	7847	7935	88	1.12%

HEADCOUNT BY CLASS

	FALL 1995	FALL 1996	CHANGE	
			NO.	%
Freshman	1794	1875	81	4.52%
Sophomore	1184	1177	-7	-0.59%
Junior	2338	2237	-101	-4.32%
Senior	2340	2386	46	1.97%
Unclassified 5 & Cert.	471	516	45	9.55%
Graduates	299	281	-18	-6.02%
Other	86	97	11	12.79%
TOTAL	8512	8569	57	0.67%

HEADCOUNT BY GENDER

	FALL 1995	FALL 1996	CHANGE	
			NO.	%
MALE	4136	4097	-39	-0.94%
FEMALE	4376	4472	96	2.19%

CONTINUING STUDENTS

	FALL 1995	FALL 1996	CHANGE	
			NO.	%
Freshmen	582	555	-27	-4.64%
Sophomore	785	821	36	4.59%
Junior	1543	1490	-53	-3.43%
Senior	2186	2225	39	1.78%
Unclassified & Cert	251	254	3	1.20%
Graduate	202	162	-40	-19.80%
Other	5	22	17	340.00%
TOTAL	5554	5529	-25	-0.45%

**CENTRAL WASHINGTON UNIVERSITY
OFFICE OF ACADEMIC SERVICES**

NEW STUDENTS STATISTICS

	FALL 1995 FALL 1996		CHANGE	
			NO.	%
New Freshmen	993	1115	122	12.29%
Washington HS	962	1060	98	10.19%
Out-of-State HS	31	55	24	77.42%
New Transfers	1493	1547	54	3.62%
2-Year Washington	1044	1025	-19	-1.82%
4-Year Washington	254	328	74	29.13%
Out-of-State	195	194	-1	-0.51%
Former Students	350	228	-122	-34.86%
Non-Matriculate	122	150	28	22.95%
TOTAL NEW	2958	3040	82	2.77%

HEADCOUNT BY ETHNICITY

	FALL 1995 FALL 1996		CHANGE	
			NO.	%
Black				
Male	91	104	13	14.29%
Female	58	63	5	8.62%
Total	149	167	18	12.08%
Asian				
Male	174	155	-19	-10.92%
Female	194	180	-14	-7.22%
Total	368	335	-33	-8.97%
Hispanic				
Male	153	160	7	4.58%
Female	161	163	2	1.24%
Total	314	323	9	2.87%
American Indian				
Male	72	67	-5	-6.94%
Female	86	100	14	16.28%
Total	158	167	9	5.70%
Multicultural				
Male	1	3	2	200.00%
Female	1	2	1	100.00%
Total	2	5	3	150.00%
Total Minority				
Male	491	489	-2	-0.41%
Female	500	508	8	1.60%
Total	991	997	6	0.61%
Foreign				
Male	68	61	-7	-10.29%
Female	110	118	8	7.27%
Total	178	179	1	0.56%
White				
Male	3517	3399	-118	-3.36%
Female	3706	3726	20	0.54%
Total	7223	7125	-98	-1.36%
Unknown				
Male	60	148	88	146.67%
Female	60	120	60	100.00%
Total	120	268	148	123.33%

**CENTRAL WASHINGTON UNIVERSITY
OFFICE OF ACADEMIC SERVICES**

PERCENTAGES BY ETHNIC ORIGIN

	FALL 1995	FALL 1996	CHANGE
			%
Black	1.75%	1.95%	0.20%
Asian	4.32%	3.91%	-0.41%
Hispanic	3.69%	3.77%	0.08%
American Indian	1.86%	1.95%	0.09%
Multiculture	0.02%	0.06%	0.03%
Sub-Total Minority	11.64%	11.63%	-0.01%
Foreign	2.09%	2.09%	0.00%
Unknown	1.41%	3.13%	1.72%
White	84.86%	83.15%	-1.71%

OFF-CAMPUS CENTERS HEADCOUNT

	FALL 1995	FALL 1996	CHANGE	%
			NO.	
Lynnwood Center	497	448	-49	-9.86%
SeaTac Center	490	477	-13	-2.65%
Steilacoom Center	127	133	6	4.72%
Wenatchee Center	0	63	63	-----
Yakima Center	114	90	-24	-21.05%
TOTAL	1228	1211	-17	-1.38%
Miscellaneous Off-Campus	0	17	17	-----
TOTAL	1228	1228	0	0.00%

OFF-CAMPUS CENTERS FTE

	FALL 1995	FALL 1996	CHANGE	%
			NO.	
Lynnwood Center	369	317	-52	-14.09%
SeaTac Center	347	327	-20	-5.76%
Steilacoom Center	86	87	1	1.16%
Wenatchee Center	84	41	-43	-51.19%
Yakima Center	0	53	53	-----
TOTAL	886	825	-61	-6.88%
Miscellaneous Off-Campus	0	7	7	-----
TOTAL	886	832	-54	-6.09%

(Prepared by M. Phare f95-f96.prn)

**CENTRAL WASHINGTON UNIVERSITY
OFFICE OF ACADEMIC SERVICES**

COMPARISON OF SPRING 1996 AND FALL 1996 STATISTICS

	SPRING 1996 FALL 1996		CHANGE	
			NO.	%
State Support Headcount	7607	8569	962	12.65%
Self Support Headcount	355	117	-238	-67.04%
TOTAL HEADCOUNT	7962	8686	724	0.13%

STATE SUPPORT ONLY HEADCOUNT AND FTE

	SPRING 1996 FALL 1996		CHANGE	
			NO.	%
On-Campus Headcount	6527	7341	814	12.47%
Off-Campus Headcount	1015	1125	110	10.84%
On/Off-Campus Headcount	65	103	38	58.46%
TOTAL HEADCOUNT*	7607	8569	962	12.65%

*Off-Campus + On/Off Campus = Total Off-Campus Headcount

On-Campus FTE	6123	7103	980	16.01%
Off-Campus FTE	744	832	88	11.83%
TOTAL FTE	6867	7935	1068	15.55%

HEADCOUNT BY CLASS

	SPRING 1996 FALL 1996		CHANGE	
			NO.	%
Freshman	1009	1875	866	85.83%
Sophomore	1009	1177	168	16.65%
Junior	2096	2237	141	6.73%
Senior	2729	2386	-343	-12.57%
Unclassified 5 & Cert.	425	516	91	21.41%
Graduates	281	281	0	0.00%
Other	58	97	39	67.24%
TOTAL	7607	8569	962	12.65%

HEADCOUNT BY GENDER

	SPRING 1996 FALL 1996		CHANGE	
			NO.	%
MALE	3734	4097	363	9.72%
FEMALE	3873	4472	599	15.47%

CONTINUING STUDENTS

	SPRING 1996 FALL 1996		CHANGE	
			NO.	%
Freshmen	949	555	-394	-41.52%
Sophomore	944	821	-123	-13.03%
Junior	1938	1490	-448	-23.12%
Senior	2617	2225	-392	-14.98%
Unclassified & Cert	312	254	-58	-18.59%
Graduate	277	162	-115	-41.52%
Other	22	22	0	0.00%
TOTAL	7059	5529	-1530	-21.67%

**CENTRAL WASHINGTON UNIVERSITY
OFFICE OF ACADEMIC SERVICES**

NEW STUDENTS STATISTICS

	SPRING 1996 FALL 1996		CHANGE	
			NO.	%
New Freshmen	11	1115	1104	10036.36%
Washington HS	9	1060	1051	11677.78%
Out-of-State HS	2	55	53	2650.00%
New Transfers	260	1547	1287	495.00%
2-Year Washington	162	1025	863	532.72%
4-Year Washington	60	328	268	446.67%
Out-of-State	38	194	156	410.53%
Former Students	207	228	21	10.14%
Non-Matriculate	70	150	80	114.29%
TOTAL NEW	548	3040	2492	454.74%

HEADCOUNT BY ETHNICITY

	SPRING 1996 FALL 1996		CHANGE	
			NO.	%
Black				
Male	84	104	20	23.81%
Female	53	63	10	18.87%
Total	137	167	30	21.90%
Asian				
Male	154	155	1	0.65%
Female	166	180	14	8.43%
Total	320	335	15	4.69%
Hispanic				
Male	133	160	27	20.30%
Female	140	163	23	16.43%
Total	273	323	50	18.32%
American Indian				
Male	65	67	2	3.08%
Female	83	100	17	20.48%
Total	148	167	19	12.84%
Multiculture				
Male	0	3	3	----
Female	2	2	0	0.00%
Total	2	5	3	150.00%
Total Minority				
Male	436	489	53	12.16%
Female	444	508	64	14.41%
Total	880	997	117	13.30%
Foreign				
Male	59	61	2	3.39%
Female	113	118	5	4.42%
Total	172	179	7	4.07%
White				
Male	3171	3399	228	7.19%
Female	3264	3726	462	14.15%
Total	6435	7125	690	10.72%
Unknown				
Male	68	148	80	117.65%
Female	52	120	68	130.77%
Total	120	268	148	123.33%

**CENTRAL WASHINGTON UNIVERSITY
OFFICE OF ACADEMIC SERVICES**

PERCENTAGES BY ETHNIC ORIGIN

	SPRING 1996 FALL 1996		CHA	CHANGE
				%
Black	1.80%	1.95%		0.15%
Asian	4.21%	3.91%		-0.30%
Hispanic	3.59%	3.77%		0.18%
American Indian	1.95%	1.95%		0.00%
Multiculture	0.03%	0.06%		0.03%
Sub-Total Minority	11.57%	11.63%		0.07%
Foreign	2.26%	2.09%		-0.17%
Unknown	1.58%	3.13%		1.55%
White	84.59%	83.15%		-1.44%

OFF-CAMPUS CENTERS HEADCOUNT

	SPRING 1996 FALL 1996		CHANGE	
			NO.	%
Lynnwood Center	461	448	-13	-2.82%
SeaTac Center	432	477	45	10.42%
Steilacoom Center	103	133	30	29.13%
Wenatchee Center	0	63	63	-----
Yakima Center	84	90	6	7.14%
TOTAL	1080	1211	131	12.13%
Miscellaneous Off-Campus	0	17	17	-----
TOTAL	1080	1228	148	13.70%

OFF-CAMPUS CENTERS FTE

	SPRING 1996 FALL 1996		CHANGE	
			NO.	%
Lynnwood Center	327	317	-10	-3.06%
SeaTac Center	288	327	39	13.54%
Steilacoom Center	71	87	16	22.54%
Wenatchee Center	59	41	-18	-30.51%
Yakima Center	0	53	53	-----
TOTAL	745	825	80	10.74%
Miscellaneous Off-Campus	0	7	7	-----
TOTAL	745	832	87	11.68%

(Prepared by M. Phare s96-f96.prn)

*To Faculty Senate
from Jim Skipp
11-6-96*

CALCULATION OF 1996-97 FTE PROJECTION FOR 4-YEAR INSTITUTIONS

I. ACTUAL 1995-96 FTES:

Inst.	Su95	Fa95	Wn96	Sp96	'95-96 AA FTE	Ratio of '95-96	
						Wn/Fa	Sp/Wn
UW	n.a.	31672	30352	28494	30173	0.9583	0.9388
Even	n.a.	561	568	580	570	1.0125	1.0211
Bothell	n.a.	511	512	505	509	1.0020	0.9863
Tacama	n.a.	548	560	569	559	1.0219	1.0161
WSU *	n.a.	17349		16357	16853		0.9428 (Sp/Fa)
Spo *	n.a.	324		309	317		0.9537 (Sp/Fa)
Tri *	n.a.	627		611	619		0.9745 (Sp/Fa)
Van *	n.a.	636		636	636		1.0000 (Sp/Fa)
CWU	n.a.	7847	7304	6867	7339	0.9308	0.9402
EWU	n.a.	7698	7374	7020	7364	0.9579	0.9520
TESC	n.a.	3586	3386	3189	3387	0.9442	0.9418
WWU	n.a.	10104	9790	9058	9651	0.9689	0.9252
HECB-WSU*	42	87		73	101		0.8391 (Sp/Fa)
HECB-WWU	n.a.	19	17	16	17	0.8947	0.9412

4-YrTotal

78095

II. PROJECTED 1996-97 FTES:

Inst.	Actual		Projected		AA FTE	Budget	Projected	
	Su96	Fa96	Wn97	Sp97			Var	% Var
UW	n.a.	32076	30739	28857	30558	30455	103	0.34
Even	n.a.	640	648	662	650	617	33	5.33
Bothell	n.a.	634	635	627	632	685	-53	-7.75
Tacama	n.a.	714	730	741	728	747	-19	-2.50
WSU *	n.a.	17368		16375	16871	17403	-532	-3.05
Spo *	n.a.	360		343	352	352	-0	-0.09
Tri *	n.a.	645		629	637	724	-87	-12.05
Van *	n.a.	708		708	708	851	-143	-16.80
CWU	n.a.	7935	7386	6944	7422	7256	166	2.28
EWU	n.a.	7232	6928	6595	6918	7825	-907	-11.59
TESC	n.a.	3610	3409	3210	3410	3406	4	0.11
WWU	n.a.	10420	10096	9341	9952	10038	-86	-0.85
HECB-WSU*	36	91		76	102	25	77	306.71
HECB-WWU	n.a.	19	17	16	17	25	-8	-30.67
4-Yr Total		82452			78957	80409	-1452	-1.81

* In Semester System

Ref: c:\enrpro96\bdrif96.wk3:10/31/96

CENTRAL WASHINGTON UNIVERSITY
Admissions and Academic Advising Services

1997-98 Undergraduate Recruiting Plan
updated 11/5/96

Enrollment goals:

	Fall 1997	Total 1997-98
New Freshmen	1,225	1,275
New Transfers	1,750	2,400
(Ellensburg)	(1,300)	(1,650)
(Centers)	(450)	(750)
Total New	2,975	3,675

Other enrollment goals include:

1. **Increasing the freshman acceptance-to-enrollment yield rate** from an anticipated 37% for 1996-97 to 40% for 1997-98.
2. **Increasing the number of freshman applications** from an anticipated 3,100 for 1996-97 to 3,200 for 1997-98, **and transfer applications** from 2,900 to 3,200.
3. **Increasing public awareness of the Extended University Centers**, which will lead to continuing increases in Center enrollments.
4. **Increasing the average admissions g.p.a.s** of new, enrolled freshmen from an anticipated 3.2 for 1996-97 to 3.25 for 1997-98 and of new transfer students from 2.95 (estimated) to 3.1.
5. **Increasing the percentage of underrepresented ethnic minority students** from an 11.63% for 1996-97 to 12.5% for 1997-98.

Competitors:

The following is a list of competitors in order of the impact they have on numbers students who might apply and who finally enroll at CWU. High impact corresponds to a high probability that a student would enroll at CWU if a given competitor did not exist. The list is based on a telephone survey of 1,200 high school students who applied to CWU for fall 1996, responses of 40 freshmen

who participated in focus-groups during spring quarter 1996, and anecdotal information provided by the Admissions staff. Because transfer students (especially non-traditional transfers) tend to have less flexibility in choice of schools, the list applies more to recent high school graduates. Location, employment possibilities, and availability of specific programs (both academic and support) have a significantly greater affect on transfer students' decisions.

1. **Western Washington University** -- perceived as being of higher academic quality; Bellingham has more to offer in the way of social activities; beautiful campus; associated with "westside" professional sophistication as opposed to the rural "eastside"; developing a reputation for aloofness and poor student service.
2. **Washington State University** -- regarded as more prestigious because of size and national athletic reputation; Cougar identity and loyalty are strong statewide; well supported public relations/advertising program; size and distance are negative factors for some.
3. **Community colleges** -- low-cost (commuter) alternative for first two years.
4. **University of Washington** -- flagship university; national reputation for high-quality research, academic, and athletic programs; Seattle offers big-city social, intellectual, and employment opportunities; a commuter school (and therefore less expensive) for students in greater Seattle area; impersonal, easy to get lost there.
5. **Independent colleges and universities** -- socially prestigious; provide personal attention; expensive.
6. **Eastern Washington University** -- only a factor with Spokane area students who can commute, also for specific programs such as physical therapy and nursing.

University of Washington and Washington State University branch campuses as well as programs offered through schools such as City University certainly have an effect on enrollments although the extent is difficult to determine. These programs are supported by substantial advertising campaigns.

Perceived benefits of applying to CWU:

The following items are ranked by the percentage of students who have identified an item as the reason that they enrolled at CWU. This should not, however, be regarded as a priority ranking; what seems to happen is that one reason establishes CWU as a possibility, while the others (often all of them) reinforce the relationship. One or another then emerges as the reason for

selecting CWU and sometimes appears to be a justification for not attending a "better" school. For example, "I was accepted by the University of Washington, but it is just too big." (We need to address this need for justification.)

1. **Specific programs** -- music, education, business (accounting), law and justice (law enforcement), theatre arts, psychology, flight technology, EMT -- athletics.
2. **Size** -- personal attention, ease of access to services, familiarity (many of our students come from small towns).
3. **Location** -- distance from home (far enough . . . close enough), rural setting (familiarity). Extended University Center students value closeness to their homes and workplaces.
4. **Pleasant experience** -- Conference Center visit, Sampler, CIF, interaction with faculty and staff while on campus and with admissions representatives during recruiting visits. Closely related is the quality of customer service; many students commented that other schools were difficult to get information from, that staff were rude, that they did not feel wanted. (Of course, we should wonder whether students who do not come to CWU are saying similar things about us.)
5. **Scholarship award**
6. **Recommendation** by someone who is attending/has attended CWU.
7. **Cost** -- least expensive of state baccalaureates (but prices are so close that this is not really a factor); usually less expensive than independents (factoring in financial aid packages).
8. **Full "college experience"** when compared to community colleges.

While not generally mentioned as reasons for attending, the following have surfaced in student focus groups and in other discussions with students as benefits that students discovered after they had been at CWU for awhile:

1. **Opportunities to fully participate**, from the beginning, in student government, theatre, student newspaper, academic department activities, University governance, professional clubs, etc. At WSU, UW, and perhaps even WWU, students must often wait until they are upper division students. Interaction with faculty and acceptance into department ("major") social structure also mentioned very positively by some.
2. **Relative safety** -- statistically lowest on-campus crime rates of state residential schools.

3. **Greater opportunities for employment on campus** or close to campus, at least for those looking for part-time work.
4. **An identifiable and welcome presence in Ellensburg.**

Perceived liabilities of attending CWU:

The following liabilities apply more to freshman applicants than transfer students, many of whom, as noted above, have specific needs that override other factors.

1. **Academic reputation** -- a "second choice" or "backup" school for many; perceived as such by many others.
2. **Not much to do in Ellensburg** -- a "cowboy" town; see below.
3. **Not much to do on campus** -- however, an estimated 25% of all Ellensburg campus students seem to "buy into" Ellensburg and/or campus activities and for them the availability of activities and services, the pace, size, etc. are a benefit. Also, specific situations such as students who want to be close to where they can ride their horses or ski should not be overlooked.

Marketing strategy:

We will continue to promote specific programs that have a reputation for academic excellence. We will also communicate CWU's concern for quality in all programs; however, we will avoid competing head-on with UW, WWU, or WSU in this area. The concept that students are more able to "connect" at CWU has the potential to provide the most positive differentiation from our competitors.

Our goal is to educate prospective students and others who influence them of the value of making connections, emphasizing the direct impact on academic success. We should not trivialize the concept, remembering that parents and other non-adolescent, non-MTV people are much involved in students' decisions and that, in the final analysis, students (especially high academic-quality students) make rational decisions. Even if they make emotional decisions, they must be able to hang them on rational hooks, if only to justify the decisions to themselves.

All communication with potential students should emphasize opportunities to connect with the University through •academic programs •faculty •other students •academic support programs •athletics •student government •residence hall programs •employment.

1997-98 Recruiting Activities

New programs and policies:

1. **Restructured visitation program** that provides a higher quality experience for more prospective students; not only will this increase applications, it will also increase the number of accepted students who finally enroll.
2. **Target community college program** that focuses on schools with high potential as feeders for both the Ellensburg campus and the Extended University Centers; target activities will include multiple visits (and visits to specific classes by faculty), opportunities for community college students to visit Ellensburg and the Centers, advertising in college and local papers, advising assistance for Running Start high school students, pre-application credit evaluations and availability of electronic application.
3. **Revised admissions review process** that emphasizes the value that CWU places on strong academic preparation and, at the same time, encourages students who show potential for academic success even though their formal preparation is weak.

Travel:

1. **Fall High School Counselors Tour** -- In late September and early October, the Washington Council for High School College Relations coordinates programs at 10 sites throughout Washington. Regional high school counselors are invited to hear presentations by each of the six Washington public institutions. A representative of a local independent institution and of a local community college present overviews for all of the Washington institutions of their type. Ample break time ensures that college representatives are able to answer questions and interact with counselors. Counselors are encouraged to take copies of CWU viewbooks, teasers, and Sampler brochures.

We anticipate that approximately 750 counselors will participate. CWU hosts the region encompassing Wenatchee, Ellensburg, and Yakima and other locations in the region.

2. **Fall Community College Tour** -- From late September through mid-November, The Washington Council for High School College Relations coordinates visits at each of the 28 Washington community colleges. The six Washington public institutions participate at all sites.

The coordinator at the host site publicizes the tour in advance, and community college students are encouraged to visit with the college representatives, who are available from approximately 8:30 a.m. to 1:30 p.m. Students are given a transfer guide that encourages them to participate in the Sampler visitation program and to contact the University if they require further information. They also fill out contact cards on site, and the information is later entered into the Admissions Letter Processing System.

At community colleges in the vicinities of Extended University Centers, students are provided with brochures outlining Center programs and are encouraged to contact the centers. When possible a Center representative will participate. We should contact approximately 1,500 prospects during the tour.

3. **Spring High School Tour** -- During February and March, the Washington Council for High School College Relations coordinates programs at 31 sites throughout Washington. The six Washington public institutions participate at all sites, independent Washington institutions participate at selected sites, and community colleges participate at sites serving their regions. Local high school juniors attend 35-minute presentations by representatives of the three colleges in which they are most interested.

The CWU presentation provides an overview of academic programs, emphasizes the University's supportive environment, and encourages students to visit campus. Students fill out contact cards on site, and the information is entered into the Admissions Letter Processing System.

As many as 3,000 high school juniors will attend CWU presentations, and CWU hosts the Ellensburg area program.

4. **Washington national recruiting fairs** -- The Washington National College Fairs are sponsored by The National Association of College Admissions Counselors. Approximately 150 colleges and universities participate in the Seattle and Portland fairs, and 125 in the Spokane fair. Each fair takes place over two days at the city conference center. Sessions are well publicized, and parents frequently attend the evening sessions with their children. Many school districts bus students to the morning sessions. The CWU representative sets up the full Admissions display and answers questions, distributes teasers, and collects the return cards. Typically, 700 prospects will be added to the Admissions Letter Processing System for the Seattle fair, 400 for the Portland fair, and 150 for the Spokane fair.
5. **Individual high school visits** -- During the fall, CWU representatives visit high schools throughout Washington to promote the University's

academic and student support programs. Although juniors are welcome to attend presentations, the focus is on seniors.

The time allotted by each high school, the location of the presentation, and the number of students attending all affect the nature of the presentation, which should provide an overview of academic programs, emphasize ways in which students can connect, and encourage students to visit campus. Students fill out contact cards on site, and the information is entered into the Admissions Letter Processing System. Because the intent is to have the seniors apply early, viewbooks, Sampler brochures, departmental brochures, financial aid information, etc. are all offered on site

For fall 1996, we will visit approximately 150 high schools and contact over 3,000 students.

6. **Individual community college visits** -- At least twice each year, in addition to the Washington Council visit in the fall, we will visit nine Seattle-Tacoma community colleges as well as Yakima Valley and Wenatchee Community Colleges. For each of these visits, we make arrangements one month in advance, sending posters and asking counselors to prepare students. Once at the community college, we set up the full Admissions display and meet with students throughout the day (and in the evening for those schools with evening programs), distributing Transfer Guides and other materials.

The same representative who participated in the Washington Council tour will meet with students during the individual visits. Extended University Center staff and faculty will be encouraged to participate as well as department faculty from Ellensburg. We anticipate increasing the number of new contacts by 250 and reinforcing many contacts made earlier.

7. **High school college nights and other activities** -- Throughout the year, various Washington State high schools and community colleges plan and host college nights, career exploration programs, and other programs to which they invite college representatives. Formats vary from college fair settings to workshops at which representatives make general presentations on such subjects as finding the right college and what college life is like. The Office of Admissions accepts these invitations whenever they do not conflict with other recruiting activities and whenever we can expect a reasonable turnout of prospective applicants. This results in up to 20 visits each year.
8. **WCHSCR, ICRC, and ICORA participation** -- The Director of Admissions is a member of the Board of Directors and Chair of the Publications Commission for the Washington Council for High School-

College Relations. The Board, which meets three times annually, comprises high school counselor, principals, and college admissions officers from schools across the state. This affiliation results in high visibility for the University, valuable contacts with high school personnel, and opportunities to affect statewide recruiting policies and practices.

The Director is also a member of the Intercollegiate Relations Commission (ICRC) of the Washington Council and the Interinstitutional Committee of Registrars and Admissions Officers (ICORA). Semi-annual ICRC meetings allow for interaction with community college representatives, and ICORA serves as a highly effective network for public university representatives.

9. **Professional development** -- Whenever possible, given busy schedules and budget constraints, the Director of Admissions, the Assistant Director, the Associate Director of Advising, and the admissions counselors engage in professional development activities ranging from short, on-campus retreats to discuss current recruiting literature, enrollment trends, or University programs to attending (and presenting at) national professional conferences. These activities ensure a highly knowledgeable team, all of whose members are capable of making on-the-spot admissions decisions; they also give the University high visibility in a professional world that, while competitive, regularly engages in referral.

Publications:

1. **Teaser** -- The teaser is the CWU's most widely distributed marketing publication. It is a high-quality, four-color, multi-fold, postcard size brochure that is made available to prospective students and the general public at almost all recruiting functions; more than 20,000 are distributed annually.

The teaser is designed with younger, non-transfer students in mind, but it is also reasonably effective for transfer students. It lists available majors, provides a paragraph about campus life, and includes a tear off information-request card. Additional text emphasizes CWU's safe, comfortable campus and surrounding area and explains the admissions process, applying for scholarships, and visiting campus.

2. **Viewbook** -- The 16-page viewbook is a high quality, four-color publication specifically designed for high school students (although it would not be inappropriate for students considering transfer from other colleges and universities). Copies are mailed to all Washington State high schools. In addition to a general overview of the University, an application, and admissions information, the viewbook lists academic programs and highlights residence and dining halls. The viewbook is

characterized by pleasant photographs and includes quotes by CWU students and brief resumes of successful alumni.

Viewbooks are mailed to potential freshmen who either return teaser or Sampler request-for-information cards or otherwise contact the Office of Admissions. Representatives also hand out viewbooks during individual high school visits. A total of approximately 11,000 viewbooks are distributed annually.

3. **Transfer Guide** -- The transfer guide is a good quality, 16-page, black-and-white publication. Specifically designed for transfer students, it is more practically focused than the viewbook. In addition to a general overview of the University, an application, and admissions information, the transfer guide includes information on University housing and daycare, academic advising, the Extended University Centers, application to the Teacher Education Program, etc. Readers are also provided with a planning sheet that helps them to determine how classes they have taken elsewhere will apply to CWU General Education requirements.

Transfer guides are distributed during the Washington Council Community College Tour in the fall and individual community college visits throughout the year. They are also mailed to all community college counseling offices and to students who call or write the Office of Admissions requesting transfer student information. Admissions makes contact with approximately 1,000 students through the CC tour and 500 during individual visits. We anticipate mailing 5,500 transfer guides as a result of requests by phone or in writing.

4. **Accept Book** -- The accept book is a medium-quality publication with a four-color cover. Its 16-pages of text and accompanying photographs are black and white. The accept book includes an "Admissions Calendar," a "Checklist," and instructions for confirming the offer of admission, applying for financial aid, and guaranteeing housing, etc. It also includes information on orientations, Extended University Centers, placement testing, residency, academic and personal support programs. The majority of pages are devoted to detailed explanations of Housing and Residence Living programs as well as instructions for completing an enclosed Housing Contract. A confirmation card attached to a prepaid envelop encourages students to either return a \$55 admissions confirmation fee or a \$200 combined admissions confirmation and guaranteed housing fee.

The accept book is sent by first class mail to approximately 3,000 potential freshmen, 3,000 transfer students, 500 readmits, and 900 applicants with bachelor's degrees; it is mailed separately, but at the same time as the offer of admission.

5. **CWUpdate** -- The CWUpdate is a black-and-white, 4-page newsletter that is mailed in the fall to high school seniors who have applied to CWU or who have expressed interest by requesting information, attending a High School Tour session, having ACT or SAT scores sent to the University. Students who have attended Business Week, Boys' State, or Girls State are also sent a CWUpdate.

The fall issue features top CWU students, strong academic programs, and news designed to show the value of the University; it also explains the admission process and invites students to contact the Admissions Office. The spring issue stresses the necessity for students to confirm their intention to enroll and explains the early registration process during the summer.

8. **Petersen's Guide and Regional Guide** -- Petersen's Guide is a widely used, annual catalog of colleges and universities that publishes, without charge, a half-page description each institution and its programs. Because we do not aggressively recruit non-residents, we do not purchase a full-page description. We do, however, pay for a full-page with photographs in the Regional Guide, which distributes 16,000 copies throughout Alaska, California, Nevada, New Mexico, Hawaii, Wyoming, Washington, Oregon, Idaho, Montana, Utah, and Colorado. An estimated 11,00 prospects contact us as a result of these Guides.

In addition, we provide information for dozens of other, less well-known, guides including some published on CDs and others through the internet.

7. **University Home Page** -- Currently, the Office of Admissions maintains several pages of information on-line, and over the past year, we have received 67 applications for admission through the internet.
6. **Departmental and other informational pamphlets** -- The Office of Admissions publishes an inexpensive, trifold pamphlets, which are updated annually, describing the programs offered by each academic department. Additional pamphlets describe Running Start, International Programs, the Extended University Centers, and other special programs and offerings. These pamphlets are sent to students in response to special requests and are widely used by Admissions representatives.

The Office of Admissions also publishes visitation announcements, recruiting posters, post cards, tuition and fee cards, etc.

7. **Advertising (Extended Degree Center Support)** -- The Office of Admissions supports advertising for the Extended Degree Centers. Ads

were placed in 12 community college newspapers last spring, and for fall 1996, we have designed ads to be run in local papers.

Admissions has also purchased recruiting displays for the Centers, and beginning fall 1996, will contract with a professional photographer to develop a portfolio of photographs that represent the Centers.

Direct mail and telephone contact:

1. **Admissions Letter Processing System (ALPS)** -- ALPS, an ancillary to the Student Information System (SIS), manages Admissions correspondence with potential applicants from the time of their initial contact with the University. Initial contact includes attending a Conference Center program, having ACT or SAT score sent to CWU, filling out a request-for-information card at a National College Fair, or simply calling the University for information. When possible contacts are entered into the ALPS database electronically (ACT/SAT and Conference Center "tape spins" are of this type); however as many as 10,000 names and addresses annually are entered by hand. Once a contact is entered and coded, the system generates letters and/or labels appropriate for each code.
2. **Accepted Student Contact System** -- Within a week of a freshman student being mailed an offer of admission, an admissions counselor telephones the student, offers congratulations, explains the confirmation and enrollment process, and addresses any concerns the student might have. Transfer students are not contacted because their already high yield rates (around 60%) suggest that such calls would not be cost effective. If University Advancement is able to fund its proposed telemarketing center, then more extensive telephone contact might be possible.

Campus visitation:

Recent phone calls to accepted freshmen students indicate that visiting campus is a significant factor in their decision to apply or to enroll. The 1997-98 recruiting plan significantly increases the emphasis on visitation as a means of "converting" students who have been offered admission. Beginning in fall 1996, all visitation efforts will be coordinated by a single admissions counselor who will be largely relieved of travel responsibilities. The counselor will supervise a staff of six carefully chosen students who will manage the details of the various visits, provide tours, serve as overnight contacts, etc.

1. **Sampler** -- A Sampler visit, which costs \$25 per student or \$80 per family, includes an overnight stay in the Courson Conference Center; three meals in the dining halls; presentations from Admissions, Financial Aid, Housing, Dining Services, Student Activities, ADASSA, and Preview

Week . In addition, visitors tour campus and residence halls, visit the Chimp Lab, and meet with faculty and staff (individual appointments are made as part of the registration process). Sampler visits are scheduled regularly from September through May and, when possible, take advantage of on-campus entertainment opportunities. The program is appropriate for students at all stages in the admissions process.

Samplers will be offered on 14 dates during 1996-97. Fall quarter Samplers tend to run about 45 visitors, with students who have generally not applied to CWU; while spring quarter programs can attract more than 100, most of whom have applied and are choosing among two or three schools. Potential students account for approximately half of all Sampler visitors.

2. **Close-Up** -- The Close-Up program focuses on students of color, drawing from selected, high-yield high schools in the Seattle, Spokane, Tri-Cities, Yakima Valley, and Wenatchee Valley areas. For 1995-96, two Close-Up visits were scheduled, one in the fall for high school seniors, and one in the spring for junior; approximately 50 students participated in each. The agenda is similar to the Sampler's, with emphasis on particular concerns that these students might have; for example, Close-Up includes a panel of CWU students of color, who discuss campus climate, support groups, etc. The program is funded through grants, and there is no charge to participants.

Close-Up has been funded by a U. S. Bank grant, which ended last year, and, though we are currently looking for funding, the expectation is that the program will not be offered during 996-97.

3. **CWU scholarship visit** -- The CWU scholarship visit is sponsored by the Central Investment Fund (CIF) for all CWU merit scholarship semi-finalists. In addition to overnight lodging, meals, and campus tours, the visit includes a semi-formal evening banquet hosted by CIF donors and featuring the CWU Jazz Choir. During the visit, students hear presentations by various school deans and other school representatives, attend a music or theatre performance, meet with a student panel, etc.
4. **Group Visits** -- Organized groups are provided with individually developed programs based on the time they have available and their needs. Visits can also be arranged for individual students. Programs range from simple campus tours and admissions presentations to full Sampler-type overnight stays. Admissions does not charge for setting up a visit and can arrange for cafeteria meals at reduced rates. Costs for overnight visits are based on the Sampler rate of \$25 per student, which includes three meals.

We anticipate as many as 30 group visits with visitors ranging from elementary school students to community college transfer students; in all we may see over 700 prospective students.

5. **Daily Tours** -- Each working day, half-hour tours of campus are available at scheduled times; one in the morning, and one in the afternoon. Student tour guides point out academic and administrative buildings and take visitors into the library, residence halls, the Student Union Building, and Shaw-Smyser.

The number of visitors for any given week may vary greatly depending on time of the year, weather, etc.; typically, 300 students (and their families) will take advantage of scheduled tours during the year, and Admissions will provide drop-in tours for another 100.

6. **CWU Counselors Workshop/Advisory Council** --

Department Recruiting Support:

Recognizing that students select schools because of the quality of specific academic programs, Admissions supports recruiting efforts for individual academic departments. For example, in 1995, Admissions paid for registration and travel to the Pacific Northwest Performing Arts College Fair for faculty in the Music and Theatre Arts Departments. We also paid for mailing Theatre Arts posters to high schools throughout the state.

For 1997-98, Admissions will be much more active in suggesting recruiting activities to departments, and we will be inviting faculty to participate in with us in our activities.

CENTRAL WASHINGTON UNIVERSITY
Admissions and Academic Advising Services

Freshman Applicant Information Timeline
(fall quarter applicants)

Within 3 weeks of complete app file (beginning Dec 1)	Offer of Admission (short letter, includes Residency Questionnaire for non-residents); Accept Book mailed bulk.
5-7 days after offer	phone call (congratulations, questions, contact number)
1 week after initial phone call	Department Welcome Letter (driven by major area student indicates during phone call)
2-3 days after receipt of Admission/ Housing confirmation fee	letter acknowledging receipt
mid-March	CWUpdate
early April or as confirmation fee returned	letter to confirms explaining registration
mid-April	Financial Aid Award
early June	Preview Week registration form
as registration date reservation returned	registration date confirmation letter (includes information for planning/understanding a class schedule)
mid-July	Financial Aid Promissory Note
early August	postcard from Financial Aid telling students that their files are complete and all is proceeding well (FA will have been in regular contact with students whose files are incomplete)
early August	room assignment letter
late August	billing statement for housing

Seattle Post-Intelligencer

Freshman schedules a matter of course

CWU students get fall planned out for them

By JOHN IWASAKI
PI REPORTER

ELLENSBURG — Like many freshmen registering at Central Washington University this fall, Erika Kiehn could have been intimidated by the 320-page course catalog and mind-numbing lists of requirements.

"You're so nervous. You think, I don't know what to take," said Kiehn, who is making the leap to college from Moses Lake High School.

But starting with this fall's 1,109 entering students, freshmen no longer design their own course schedules for their initial quarter at CWU. Instead, the university does it for them, creating a menu of about 65 different schedules, most based on a general academic area.

Freshmen with similar interests — the sciences, business or music, for instance — take courses with the same group of 20 or so students who choose the same prepackaged schedule of 11 to 17 credits. After fall quarter, freshmen register on their own.

The concept is being used increasingly at colleges nationwide, including the University of Washington. But CWU is unusual in that it has registered virtually its entire freshman class in groups, said William Swain, director of admissions and academic advising services.

Besides helping CWU anticipate course demand, the concept is intended to help new students meet and study with their classmates. By becoming less isolated, administrators figure, students will be more likely to stay in school and to graduate in a timely manner. Freshmen also take a fall seminar to help plan their remaining four years at CWU.

Decreasing the time it takes students to earn their baccalaureate degrees is a key concern of the Legislature, which wants colleges to move students through the system faster as demand increases for higher education. Most students take about five years to graduate.

Washington State and Eastern Washington universities announced earlier this year that they would "guarantee" entering freshmen a bachelor's degree within four years under certain conditions. The schools promised to remove roadblocks that students often encounter during their senior years, such as difficulty in enrolling in courses they must have to

CWU: Schedule a bit flexible once students have registered in groups

From Page 1

graduate.

CWU is taking a different tack. "Providing stability on entry is the key" to long-term student success, Swain said. Put another way, "we'd rather frontload (the university's efforts) than clean up the mess at the end," he said.

Other Washington schools, including The Evergreen State College and many community colleges, have taken the concept further. At Evergreen, the whole curriculum is designed around "learning communities," where typically three faculty and 75 students spend entire quarters studying a variety of subjects around a common theme.

But large universities find it logistically difficult to take that next step, said Jeanine Elliott, executive director of the Washington Center for Improving the Quality of Undergraduate Education, an initiative of Evergreen.

"Their answer is to at least link students together (through common course scheduling)," she said. "From my perspective, there is educational value in helping students make the connections (between subjects) that they can't easily make at their stage of development."

After registering in groups, CWU freshmen may add or drop courses, but relatively few have done so, Swain said. Although some students were not able to get all the courses they wanted by registering in groups, grumbling seems mild.

"I wanted to pick a schedule that was not too early in the morning and that got done before it was too late in the afternoon," said freshman Pat Cochran, a graduate of Seattle's Roosevelt High. "I would have rather picked my own classes. But I can't really live with it."

requirements, what kind of grades they earn and whether they graduate.

Senior Brian Geisler of Washougal, who participated in a pilot program as a freshman, remembers not having to worry that the courses in his prepackaged schedule fulfilled general education requirements.

Another CWU senior, Edmonds-Woodway High graduate Debra Applin, maintains friendships with students she met in her freshman group for business majors. Even though she later changed her major to English, "the people I still hang out with and talk to, they're still in the business program," she said.

At the University of Washington, new students have been given the option of enrolling in freshman interest groups, commonly known on campus as FIGs, since 1987. This fall, about 1,300 freshmen are participating — nearly a third of the entering class and the most ever.

UW students may choose from 60

groups, most of which include English composition, math and science courses, along with courses in specific areas of interest.

One is called Knowing Our Universe, designed for those who want to "be one with Galileo," according to a tongue-in-cheek catalog description. There are also Oral Traditions ("from Greek tragedy to Broadway"); Culture and Gender; and People and Politics, among other choices.

All students in each group take a one-credit general studies seminar, in which they learn about UW computer centers and other resources, meet in small groups with faculty, attend campus events and participate in other joint projects.

Although the UW started the groups to make scheduling easier, the concept has other benefits. "Students get to learn a sense of community," said Michaelann Jundt, director of the UW's New Student Programs.

A 1991 study at the UW found that

students were "more satisfied, their grade-point averages were a little bit higher, and they tended to persist" more than students who had not been in the program, she said.

At the University of Oregon, where freshman interest group director Jack Bennett originated the concept in 1982, nearly 1,000 students are participating this fall.

He started the program to address problems of "incoherent schedules, large classes and remote or potentially remote faculty," as well as lack of mentors and role models.

"Students in groups do significantly better than people not starting in freshman interest groups," Bennett said. Of the Oregon freshmen who enrolled in groups in fall 1988, 61 percent graduated after five years, compared with 54 percent of other freshmen, he said.

"It's one of the very strong factors in the university's support for interest groups," Bennett said.

GRADE INFLATION REPORT

Background:

At the Nov. 1, 1995, meeting of the Faculty Senate, the Senate Executive Committee was directed under Motion No. 3039, passed by the Senate, to create an Ad Hoc Committee on Grade Inflation. Our charge was to first review the April 11, 1994, report on grade inflation by the Faculty Senate Academic Affairs Committee and then conduct any additional investigation our committee deemed necessary, in order to determine: 1) whether grade inflation (i.e. rising grade point averages) exists; 2) whether average grades are "too high" (i.e. do not correspond with the definition of various grades in the catalog); and 3) the causes of grade inflation or grades that are deemed too high.

In the event our committee concluded that grade inflation exists, or that grades are too high, we were to propose any solutions we thought would solve the problem.

The following is our report:

Materials reviewed:

Our committee: (1) evaluated the April 11, 1994, Faculty Senate Academic Affairs Committee "Grade Inflation Report" (Faculty Senate document Filename 72575e53), (2) gathered data on grades and remedial courses for Central Washington University and its schools and colleges, dating back to 1986 (records prior to that date were not readily accessible), (3) reviewed University of Washington Office of Educational Assessment documents (Report 95-4 "Faculty Views of the Grading System and 'Grade Inflation'" at the University of Washington, by Thomas Taggart, and Research Notes "Grades," by Gerald M. Gillmore) and "The Validity of Student Ratings" by Michael Scriven of the University of Western Australia.

The April 11, 1994, Report on Grade Inflation:

The Faculty Senate Academic Affairs Committee gathered data on grade distribution and found a great range of grades between courses, department, and schools. The FSAAC was unable to reach any conclusions grade distribution and found a great range of grades between courses, department, and schools. The FSAAC was unable to reach any conclusions concerning specific causality and was unable to reach a recommendation for changing the current system.

The Academic Affairs Committee stated reviewing grade distributions told nothing about the validity of the grades, "as long as grading remains within the subjective judgment of individual faculty." (page 1). The Academic Affairs Committee further commented "the very idea of 'grade inflation' suggests that grades, as currency, have lost a value which they once had, a value which presumably was superior to that which they now possess." The committee also reported the present higher grades could be explained in many ways, many of which reflect value judgments.

The FSAAC stated (p.3 of its report) that by linking grades to fulfillment of course requirements, it left open the question of what those course requirements were--that they may be few or many, though or easy, and that "we have concluded that no policy on grading is possible until a consensus on the use of grades has been developed." The committee then listed 31 uses of grades, and concluded questions of grading practices could not be discussed meaningfully unless and until a consensus listed 31 uses of grades, and concluded questions of grading practices could not be discussed meaningfully unless and until a consensus established about the meaning and function of grades.

Grading Trends:

Our committee attempted to keep its review of grade inflation small in scope. We did not, for example, study the impact of "Withdrawals" and "Incompletes" on grade distribution (page 2 of the April 11, 1994, Academic Affairs report.) Nor did we gather information on the impact of transfer students on the GPA at Central (page 2 of the April 11, 1994, Academic Affairs report.)

We adopted the definition of "grade inflation" to mean an increase in the average grade given with no commensurate increase in the quality of outcomes of student learning.

Our committee chose to look at grade trends at Central Washington University in its schools going back to 1986. We discovered grades had risen in the Arts and Humanities, Business and Economics, and Professional Studies. The smallest rise was in Business and Economics (with in some cases, grade deflation occurring) while the largest increase was in the School of Professional Studies.

Committee Conclusions:

1. There is evidence to suspect that grade inflation does exist. While grades have risen on this campus, since 1986, the number of students enrolled in remedial courses has not dropped significantly. The argument can be made that if the percentage of "A's" or "B's," since the year 1986, has been 79.2% in the School of Professional Studies, 62.6% in the School of Arts and Humanities, and 45% in the School of Business and Economics, one might expect to see a decrease in numbers taking 100 level English and math courses. This has not been the case.

In the case of the School of Professional Studies, 94.6% of the grades issued in the nine years reviewed, were C (2.0

GPA) or above. With such an impressive figure, one might argue that there should be virtually no one in that school who needs remedial course help.

2. Our committee suspects that grades may not always be tied to competency-based curriculum.
3. We suspect there may be too many courses in which grades are given, instead of a Satisfactory/Unsatisfactory (S/U) grade.
4. We suspect that where grade requirements for entry into a major have been raised, grade inflation may exist.
5. Although no studies were found which conclude there is a relationship between high grades and student evaluations, this does not preclude the possibility faculty might perceive a relationship does exist, so that higher grades are given out as inducement to receive more positive student evaluations, which are tied to tenure and promotion.
6. Our committee disagrees with the conclusion reached in the April 11, 1994, Academic Affairs Committee report. It was stated that gathered data on grade distribution at CWU did not enable one to determine whether the grades issued were justified, as long as grading remained within the subjective judgment of individual faculty.

Grades cannot be the result of totally subjective judgment, because they are to be tied to the standard published in the CWU catalog.

As the Academic Affairs Committee noted on page three of its report, the CWU catalog's published standard states the highest grade, "A," is reserved for those students who have excelled in every phase of the course. The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A." The grade of "C" is given to those students who have demonstrated some degree of superiority. The "D" is a grade for that student who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner. An "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

Among the listed 31 uses of grades, the committee noted a grade might be used as a means to enhance a student's self esteem or a punishment for lack of conformity to an instructor's view. Clearly, such criterion is not based on competency-based objectives.

Grades, whether deserved or not, are used to determine entry into the nation's colleges, universities and professional schools, as well as a basis on which to award scholarships.

If a grade is simply reflective of an individual faculty member's subjective judgment, then only one person, that faculty member, can tell what the grade means. This is not what is called for in the CWU grading policy, as outlined in the catalog.

Committee Recommendations:

We realize our recommendations may not please some members of the CWU faculty. Some will believe that we can not draw such conclusions from the data reviewed. Others may say that our recommendations infringe upon academic freedom. However, we believe grade inflation exists, is a problem, and should be addressed. Therefore, our committee recommends the following:

1. Departments review courses to ensure that wherever possible, course objectives be tied to competencies learned, and that the use of grades not tied to learned competencies, wherever and whenever possible, be eliminated.
2. Reports on those efforts, from faculty be given to department chairs, who in turn, will report to deans on the attempt to tie course objectives to competencies learned.
3. Faculty members incorporate into their syllabi the language on grades outlined in the CWU catalog so there is an attempt to adopt a common currency for all courses.
4. This is especially true where two or more instructors teach the same course. To ensure common links as to the basis of grading, and that the goal is competency based, so that students do not select a particular course because of an easier grading system.
5. The newly established Faculty Association on Teaching and Learning, and the Office of Institutional Studies, and Evaluation should be invited to host faculty presentations and workshops to discuss grading criteria used by faculty, and ways to make grading criteriatied to learning objectives.
6. Departments change courses where competency and mastery of course material are less of a component than "rewards for effort" from letter-grade based to Satisfactory/Unsatisfactory (S/U) grade based.
7. Where departments have minimum grade requirements to either enter a program or to graduate with a degree in it, they review the practice to ensure the higher standards have not caused grades to be raised simply to meet the standards.
8. Faculty members have as their goal the issuing of the letter grade "C" to students as their most frequently given grade.
9. Departments and university administration protect faculty members from those who would deny tenure and promotion based on poor student evaluations which resulted from anger over a grade deflation policy.

Final Remarks:

In March of this year the National Education Summit was held at the White House. Sponsored by the National Governors' Association and IBM President Louis Gerstner, the meeting addressed the subject of how to improve student achievement.

One of the points of the resolution adopted by summit participants called for businesses and corporations to ask for high school transcripts, and take a student's school performance into account when it comes to the decision whether to hire a graduate.

Thus, the wheels are now in motion to provide incentives to high school students to work hard to get grades that will ensure they have the competencies to justify consideration for employment.

Our committee believes university faculty should take note of this development and ensure the same standards are applied to college students. Grades should be meaningful, and to be so, must reflect more than an instructor's personal standard, or an unstated reward to a student for simply putting effort into a course.

A course grade must reflect a student's competency as measured in that class, to think, know and do.

We must have standards that tell us, course by course, what students are required to learn, and what faculty are required to teach. Otherwise, our graduates will not achieve the level of competence that faculty, employers and graduate/professional schools desire of them.

We realize there are forces outside this university exerting pressure to keep grades high. Much as been written on the subject of grade inflation as a nationwide problem. We are also keenly aware that students competing for a limited number of graduate or professional school openings, would probably prefer to attend an institution that was more likely to reward them with high grades.

However, while we recognize these forces, we also realize that something must be done to reverse the situation. To reward a student with an "A" for work the professor knows is not superior, is a lie. It does a disservice to the student, as well as the instructor. It cheapens the degree, and ultimately lessens the institution's value. It is a practice that must be ended.

The above report was endorsed by committee members Terry Devietti, Walter Kaminski, Vincent Nethery, Lisa Weyandt, and Robert Fordan.

Committee member Paulette Jonville voiced a dissenting opinion concerning the proposal that faculty members make their goal the issuing of a "C" as the most frequently given grade. She felt that because university departments differ, courses should be viewed on an individual basis, and that such a goal could interfere with academic freedom. She also stated that as an Accounting major, she has not seen the problem of grade inflation.

End of report.

Appendices:

Contained as part of this report:

1. Grading Trends (10 pages)
2. Remediation Courses (3 pages)
3. Research Notes (8 pages)

Due to the length of documents, our committee has placed at reserve desk at the CWU Library the following documents:

1. Office of Educational Assessment Reports 95-4 Faculty Views of the Grading System and "Grade Inflation" at the University of Washington, by Thomas Taggart.
2. "The Validity of Student Ratings," by Michael Scriven of the University of Western Australia
3. "Grade Inflation Report" by the Faculty Senate Academic Affairs Committee, April 11, 1994.